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ABSTRACT

Virginia's learning objectives for Latin in the public schools, part of a larger program of learning objectives for all basic subjects and all levels of elementary and secondary education, are presented. The objectives provide a scope and sequence for planning curriculum and instruction, and are both general enough for communicating state standards and specific enough to guide local curriculum development. They are designed to develop concepts, skills, and positive attitudes for four goals: (1) student manipulation of basic language components of vocabulary (including derivatives) and the elements of grammar with an understanding of their relationship to language processes; (2) understanding of language processes, including syntax, analysis, interpretation, and synthesis; (3) increasing abilities in comprehension and perception of method and meaning in literature; and (4) understanding and appreciation of Roman culture and its impact on western civilization. These four areas are treated as interrelated and interdependent. Objectives are outlined for grammatical, literary, and cultural focuses at each of four difficulty levels. (MSE)

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STANDARDS OF LEARNING

LATIN

LEVELS I-IV

GOALS, OBJECTIVES AND DESCRIPTIVE STATEMENTS

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VIRGINIA DEPARTMENT OF EDUCATION

RICHMOND, VIRGINIA

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MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

I would like to introduce you to the Standards of Learning Program. The program establishes a framework for instruction in the public schools. It includes objectives which will help students acquire the knowledge, skills, and attitudes believed necessary for further education and employment.

The basis for the Standards of Learning Program is an objective adopted by the Board of Education in June 1981. The objective reads as follows:

> Basic skills and knowledge to be expected of students at each developmental level will be identified and published for kindergarten through grade 12. Objectives for language arts and mathematics will be completed by September 1982 and objectives for other subject areas and vocational education will be completed by September 1984 for grades K-12. Assessment instruments for use in teaching and remediation will be made available to those school divisions which do not have such instruments of their own.

In addition to the benefits for students and teachers, the program will provide parents and other citizens with a better understanding of what students are expected to learn. With this understanding, all of us will be able to work together to help students achieve the objectives.

Standards of Learning Objectives in Language Arts, Mathematics, Social Studies, Science, Health, Foreign Languages, Physical Education, Art and Music have been developed over a three-year period with the aid of thousands of teachers, supervisors, administrators, teacher educators, and representatives of professional organizations and lay groups. I express sincere appreciation to the many individuals throughout the state who assisted in writing, reviewing and refining the objectives.

The Standards of Learning Program is designed to identify what students are expected to accomplish, provide a method for determining what has been learned, and encourage teachers to give additional instruction when needed. It is not intended to reduce the total school program to a single list of objectives or to replace the curriculum that a school division already may have developed for its students. The staff in school divisions which already have such programs will need to examine them to ensure that the Standards of Learning Objectives are included.

During the 1983-84 school year, department personnel will work with you to help you become familiar with the objectives and how they may be used for planning instruction. It is anticipated that the foreign language objectives will be used beginning in the fall of 1984.

I am excited about the program and confident that it will be a success if we continue to work together.

S. John Davis

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1982, 1983

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LATIN

INTRODUCTION

The study of Latin offers students unique opportunities to realize and understand the contributions of the Romans to the development of our own culture and to perceive directly the thoughts and ideas of other human beings expressed from very different perspectives. Since more than fifty percent of English words are derived from Latin, and many phrases, mottoes and abbreviations have come into English directly from Latin, study of the ancient language also can contribute notably to students' command of English vocabulary. Through comparative study, students can likewise become more aware of and competent in the syntactical components of the English language. The Latin teacher should seek methods of instruction which will incorporate all of these benefits and which will make the study of Latin a relevant, rewarding, and profitable experience for all students. It is therefore the goal of the Standards of Learning for Latin to provide uniform direction for Latin teachers which ultimately will lead to the attainment of the objectives given here. The study of Latin will develop specific skills and abilities needed to comprehend the words of the ancients, to become aware of areas which have contemporary humanistic and aesthetic implications, and to advance further linguistic and career pursuits.

The Standards of Learning Objectives for Latin are intended to be used as a basis for planning curriculum and instruction for Levels I through IV. The objectives are general enough in nature to serve statewide needs and are specific enough to guide local curriculum development without imposing severe constraints.

The Standards of Learning for Latin will develop concepts, skills and positive attitudes for following the four goals:

- Students will manipulate the basic language components of vocabulary (including derivatives) and the elements of grammar with an understanding of their relationship to language processes.
- Students will understand language processes, including syntax, analysis, interpretation and synthesis.
- Students will develop increasing abilities in comprehension and perception of method and meaning in literature.
- Students will gain an understanding and appreciation of Roman culture and its impact on Western civilization.

These goals are descriptive of grammatical, literary and cultural focuses. The grammatical goals are but a means to literary and cultural ends. Moreover, it is evident that none of the individual goal areas is stressed in isolation but that these areas are interdependent and interrelated.

The Standards of Learning Objectives for Latin are designed to:

- provide a core of content for the different levels of language instruction;
- indicate a sequence and scope for Levels I through IV, thereby improving the articulation among different levels of instruction;
- provide students, parents, guidance counselors and administrators with a description of objectives and goals which will lead to the development of the skills and abilities to be gained from language study;

- assist college and university personnel and the general public in understanding better the preparation of students at the secondary level;
- help the student develop adequate facility to apply the skills necessary for continued study;
- substantiate the idea that language reflects the content and nature of the culture it represents, i.e., that language is a form of cultural behavior;
- deal with the results rather than with methods of instruction, while providing direction and suggestions for the development of teaching strategies.

The Latin objectives are based on goals which are attainable in the course of instruction at the middle, intermediate and secondary levels. They are also intended to provide students with an increased facility in their own language. Through a long-range course of study the skills and abilities developed at each level will be expanded and refined.

GOALS

The Standards of Learning for Latin will develop concepts, skills and positive attitudes for the following goals:

1. **LANGUAGE COMPONENTS**

   The student will manipulate the basic language components of vocabulary (including derivatives) and the elements of grammar with an understanding of their relationship to language processes.

2. **LANGUAGE PROCESSES**

   The student will understand language processes, including syntax, analysis, interpretation and synthesis.

3. **LITERATURE**

   The student will develop increasing abilities in comprehension and perception of method and meaning in literature.

4. **CULTURE**

   The student will gain an understanding and appreciation of Roman culture and its impact on Western culture.

OBJECTIVES

LANGUAGE COMPONENTS

Latin I

COM.I-1 **The student will demonstrate an understanding of the primary elements of grammar.**

Descriptive Statement: Emphasis is on recognition of grammatical forms and their various interrelationships and associations.

COM.I-2 **The student will master the vocabulary at the given level.**

Descriptive Statement: Emphasis is on meaning, spelling, and correct usage.

COM.I-3 **The student will recognize and use derivatives of the given vocabulary.**

Descriptive Statement: Emphasis is on association, memorization and application of prefixes, suffixes and root words derived from the vocabulary.

LANGUAGE PROCESSES

Latin I

PRO.I-1 **The student will recognize and apply syntactical concepts introduced at this level.**

Descriptive Statement: The focus is on introducing the student to the primary syntactical usages.

PRO.I-2 **The student will analyze and interpret the syntax of a given sentence.**

Descriptive Statement: Emphasis is placed upon the application of basic syntactical relationships in both English and Latin sentences.

LITERATURE

Latin I

LIT.I-1 **The student will read Latin aloud, observing standard Classical pronunciation and accent.**

Descriptive Statement: The focus is upon developing oral/aural skills which result in the student's ability to appreciate a passage of Latin literature.

LIT.I-2 **The student will use his knowledge of mechanics in the comprehension of Latin sentences and short passages.**

Descriptive Statement: The focus is upon the application of components and processes as tools to understanding meanings and artistic techniques.

CULTURE

Latin I

CUL.I-1 **The student will become acquainted with cultural aspects of Roman society.**

Descriptive Statement: Knowledge of Roman daily life should include art, food, housing, clothing, family, slavery, religion, occupations, education, entertainment and transportation.

CUL.I-2 **The student will identify the major geographical features of the Roman world.**

Descriptive Statement: Focus is upon the identification and cultural significance of specific places referred to in reading material introduced at this level.

LANGUAGE COMPONENTS

Latin II

COM.II-1 **The student will expand his understanding of the elements of grammar.**

Descriptive Statement: Emphasis is on the recognition and use of intermediate grammatical forms and their various interrelationships and associations.

COM.II-2 **The student will continue to build a functional vocabulary.**

Descriptive Statement: Emphasis is on meaning, spelling and correct usage in context.

COM.II-3 **The student will continue to recognize and use derivatives of the enlarged vocabulary.**

Descriptive Statement: Emphasis is on association, memorization, and application of prefixes, suffixes, and root words derived from vocabulary in texts and other sources.

LANGUAGE PROCESSES

Latin II

PRO.II-1 **The student will recognize and apply more complex aspects of syntax.**

Descriptive Statement: This objective stresses additional concepts based on those previously studied. The focus is upon intermediate syntactical uses of nouns, pronouns, adjectives, adverbs, prepositions, and verbs.

PRO.II-2 **The student will analyze and interpret more complex concepts of syntax in reading selections.**

Descriptive Statement: Emphasis is placed upon understanding syntactical relationships in Latin passages.

LITERATURE

Latin II

LIT.II-1 **The student will continue to read Latin aloud, observing standard Classical pronunciation and accent.**

Descriptive Statement: The focus is upon increasing development of oral/aural skills which will enhance the student's appreciation of Latin literature.

LIT.II-2 **The student will read and comprehend connected passages of graded difficulty commensurate with the student's skills.**

Descriptive Statement: Emphasis is on introducing the student to passages from Latin literature which reflect stylistic patterns and basic literary devices.

CULTURE

Latin II

CUL.II-1 **The student will demonstrate knowledge of basic Roman history.**

Descriptive Statement: Emphasis is on understanding historical evolution and significant events and individuals.

LANGUAGE COMPONENTS

Latin III

COM.III-1 **The student will substantially complete the study of the elements of grammar.**

Descriptive Statement: This objective ensures that the student covers the basic corpus of Latin grammar necessary for reading selected authors.

COM.III-2 **The student will enlarge a functional Latin vocabulary.**

Descriptive Statement: This is accomplished through study of vocabulary unique to each author read.

COM.III-3 **The student will exhibit an increased knowledge of derivatives.**

Descriptive Statement: Emphasis is on increasing the student's personal vocabulary through association, memorization, and application of prefixes, suffixes, and root words derived from the vocabulary of each author read.

LANGUAGE PROCESSES

Latin III

PRO.III-1 **The student will recognize and identify the syntax peculiar to each author read.**

Descriptive Statement: Emphasis is upon review of familiar syntax and mastery of new syntax in context.

PRO.III-2 **The student will analyze and interpret the syntactical concepts peculiar to each author read.**

Descriptive Statement: Focus is on developing an understanding of the complex interrelationships of syntactical concepts.

LITERATURE

Latin III

LIT.III-1 **The student will continue to read Latin aloud observing standard Classical pronunciation and accent.**

Descriptive Statement: The focus is upon increasing oral/aural skills with attention to poetic meter where applicable.

LIT.III-2 **The student will read and comprehend selected passages of original Latin literature.**

Descriptive Statement: This objective introduces the student to original works of prose and/or poetry. The in-depth study of these works includes the elements of style that are peculiar to the author and the genre.

LIT.III-3 **The student will interpret the selected passages through critical analysis.**

Descriptive Statement: Emphasis is on developing and applying analytical skills necessary for a critical approach to literature.

LIT.III-4 **The student will respond to the work as an art form.**

Descriptive Statement: Emphasis is on cultivating in the student a sensitivity towards the art as well as the message of the literature read.

CULTURE

Latin III

CUL.III-1 **The student will be able to synthesize the cultural implications of the works read.**

Descriptive Statement: This objective expands the student's scope of inquiry beyond the literary to include the social, economic, political, historical and moral contexts of the works.

CUL.III-2 **The student will be able to recognize the immediate and subsequent literary value of works read.**

Descriptive Statement: Attention is paid to the significance of the work in Roman literary history and its impact on subsequent Western literature.

LANGUAGE COMPONENTS

Latin IV

COM.IV.-1 **The student will review the elements of grammar in the context of the works read.**

Descriptive Statement: This objective is designed to ensure that the student maintains proficiency with the elements of grammar necessary for reading comprehension.

COM.IV-2 **The student will continue to enlarge a functional Latin vocabulary.**

Descriptive Statement: Empnasis is on the acquisition of new vocabulary as well as the skill in differentiating among and selecting from the varying connotations.

COM.IV-3 **The student will continue to exhibit an increased knowledge of derivatives.**

Descriptive Statement: Emphasis is on the continual growth of the student's personal vocabulary.

LANGUAGE PROCESSES

Latin IV

PRO.IV-1 **The student will recognize and identify with increased appreciation the syntax peculiar to each author read.**

Descriptive Statement: Emphasis is on continued experience and proficiency with syntactical usage to facilitate reading comprehension.

PRO.IV-2 **The student will interpret the syntax with increased facility.**

Descriptive Statement: Focus is on developing an understanding of more complex interrelationships of syntactical concepts.

LITERATURE

Latin IV

LIT.IV-1 **The student will continue to read Latin aloud observing standard Classicial pronunciation and accent.**

Descriptive Statement: The focus is upon increasing oral/aural skills with attention to poetic meter where applicable.

LIT.IV-2 **The student will read and comprehend the works of selected authors.**

Descriptive Statement: This objective continues the in-depth study of Latin literature. Emphasis is on the elements of style that are peculiar to the author and the genre and the impact of the work on Roman and subsequent Western literature.

LIT.IV-3 **The student will continue to expand the skills necessary for critical analysis.**

Descriptive Statement: Emphasis is on strengthening and increasing analytical skills necessary for a critical approach to literature.

LIT.IV-4 **The student will respond with increased sensitivity to the works as art forms.**

Descriptive Statement: This objective develops in the student a refined ability to experience and evaluate the aesthetic elements of literature.

CULTURE

Latin IV

CUL.IV-1 **The student will synthesize with increased appreciation the cultural and historical implications of the works read.**

Descriptive Statement: This objective expands the student's scope of inquiry beyond the literary to include the social, economic, political, historical and moral contexts of the work.